



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of Special Education

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

OFFICE OF SPECIAL EDUCATION

STRATEGIC PLAN

SCHOOL YEARS 2011-15

APPROVED: OCTOBER 28, 2011

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HAGERTY

partners for public sector excellence

1156 15TH STREET, NW SUITE 850

WASHINGTON, D.C. 20036

202.887.6900

HAGERTYCONSULTING.COM



615 SOUTH FREMONT STREET

BALTIMORE, MD 21230

410.234.8409

## A Message from the Chief of the Office of Special Education

In the spring of 2011, the DC Public Schools (DCPS) Office of Special Education (OSE) embarked on a strategic planning process—a process that was at times challenging, other times revealing, but mostly reinvigorating. I believe that we are more focused than ever and have emerged with a results-driven plan that ensures we are making the best decisions for our students.

Foremost to our strategic plan is our vision: to be the district of choice for students with disabilities. We will achieve this vision by focusing on building the capacity of our schools to ensure that they have the systems, supports, tools, and well-trained staff to address the needs of our students with disabilities, allowing them to access education in their neighborhood schools alongside their typically developing peers. We must also collaborate with our partners within DCPS and throughout the District to develop clear policies and processes for delivering high-quality instruction and supports to improve the academic achievement of our students with disabilities.

We have identified four strategic goals for the next four years on the path to realizing our vision:

- 1. We will reduce non-public enrollment by 50%.**
- 2. We will reduce special education enrollment to 15%.**
- 3. We will increase time spent by students with disabilities in general education classrooms.**
- 4. We will demonstrate three consecutive years of improved performance for students with Individual Education Plans (IEPs).**

Six core initiatives, each with a cross-functional team comprised of over 40 staff members, were created to serve as the road map to achieving our four strategic goals. The team members met one to two times per week for three months to share expertise and to develop the objectives and project plans that will outline our work for the next four years. The core initiatives serve as the bedrock of our strategic planning and implementation efforts. The success of the overall strategic plan lies in the hands of our people, and we have developed OSE's operating principles to show our commitment to value and develop our staff.

The strategic plan will guide our actions and will keep us focused on our goals, our operating principles, and our vision.

I look forward to working with you and seeing the contributions each of you makes toward improving our capacity to be the district of choice for students with disabilities.

Sincerely,

Nathaniel Beers, MD, MPA, FAAP

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## Overview

The DC Public Schools (DCPS) is experiencing a pivotal moment of change, which presents an opportunity for the District to improve upon its services, policies, and programming in a way that will affect staff and students at all levels. Accordingly, the Senior Leadership Team (SLT) for the Office of Special Education (OSE) worked with staff and Hagerty Consulting, Inc. (Hagerty) to develop a strategic plan that the entire staff of mission-driven individuals will adopt, utilize, and implement over a four-year period to ensure that students with disabilities succeed in the classroom and beyond.

Implementation of the strategic plan will begin in School Year (SY) 2011–12 and will be fully implemented by the end of SY 2014–15. Regular monitoring of OSE's performance toward achieving the benchmarks set in the strategic plan will be based on robust data, and necessary adjustments to the strategic plan will be made to ensure that OSE accomplishes its strategic goals.

## METHODOLOGY

**Step One:** *Planning and purpose: assessing the current state of OSE.*

In May and June 2011, Hagerty facilitated several activities that included a one-day SLT retreat, work sessions with the OSE management team, and focus groups consisting of staff from different teams within OSE to identify areas for improvement and opportunities for change.

**Step Two:** *Formulation of vision and mission: defining the ideal state and the direction for OSE.*

The SLT worked with Hagerty to develop the OSE vision and mission statements, the six core operating principles, the four strategic goals, and the six initiatives that will drive the development of the strategic plan.

**Step Three:** *Communication of the strategic plan process: engaging internal OSE and DCPS stakeholders to obtain feedback and collaboration on the strategic plan.*

The Chief of OSE conducted several focus groups in July 2011 with OSE staff to present and receive feedback on the results from Step One. Hagerty incorporated the critical changes to the final versions of the OSE vision and mission statements, the six core operating principles, the four strategic goals, and the six core initiatives for SLT review and approval.

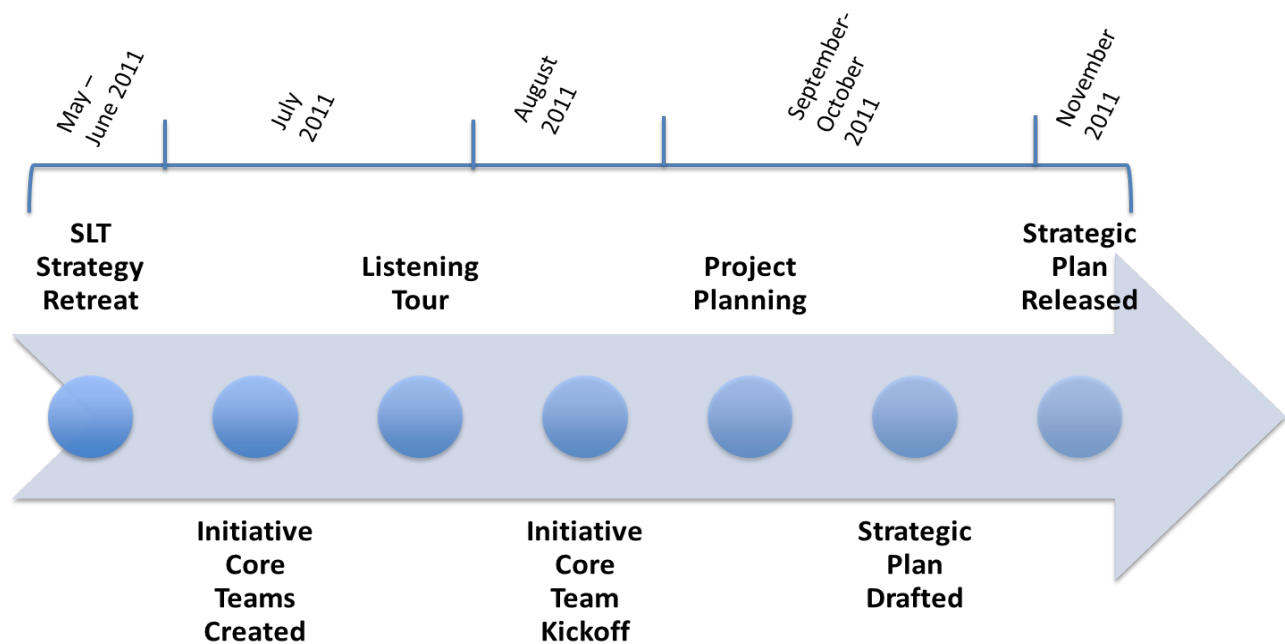
**Step Four:** *Development and alignment of actions at all levels: engaging key OSE staff to establish core teams to identify projects and prepare project plans.*

The SLT formed cross-functional Initiative Core Teams (ICTs) accountable for developing project plans for the six initiatives and for monitoring the implementation of these projects over the next four years. Hagerty convened work sessions with each ICT to brainstorm solutions, identify objectives, and develop project plans to achieve each objective.

**Step Five:** *Release and implementation of the strategic plan: engaging all internal and external stakeholders.*

OSE leadership and staff will coordinate with relevant stakeholders, inviting them to collaborate on the work to achieve OSE's desired strategic goals and ultimately its vision. Stakeholders will participate in the refinement and implementation of the project plans.

## STRATEGIC PLANNING TIMELINE



## OSE Vision, Mission, and Operating Principles

### VISION

The vision for Office of Special Education is for the District of Columbia Public Schools to be the district of choice for students with disabilities.

### MISSION

We serve our students with disabilities by providing high-quality instruction and services as close to home as possible and in the timely and consistent manner they deserve.

### OPERATING PRINCIPLES

- We will first do no harm in making decisions for, with, and on behalf of students.
- We will make informed, data-driven decisions based on what is in the best interest of the child today and tomorrow.
- We value, trust, and support our people.
- We value both independent and collaborative thinking.
- We work collaboratively with our partners, including other central offices, schools, community organizations, and families.

## OSE Strategic Goals

### 1. Reduce non-public enrollment by 50%.

DCPS believes students with disabilities will be better served in their neighborhood schools, closer to home, where they will have more opportunities to interact with their typically developing peers.

### 2. Reduce special education enrollment to 15%.

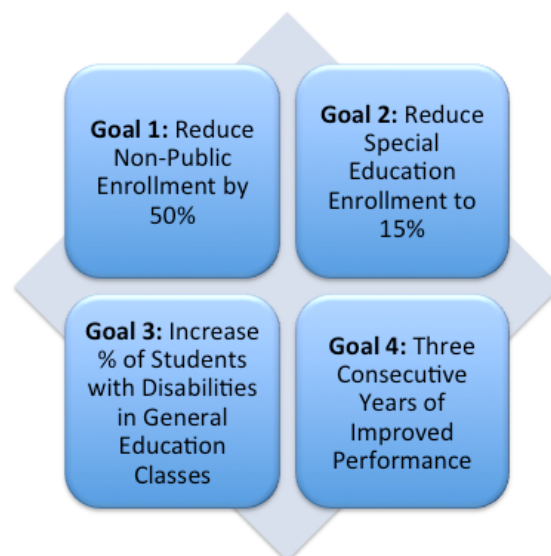
DCPS believes that early identification and intervention will ensure that students with disabilities have the tools and resources to overcome barriers to academic achievement when given the appropriate level of services at the appropriate time in the appropriate setting.

### 3. Increase the percentage of students with disabilities served in general education classes to exceed the national average.

Special education students should receive supports and services that will help them to succeed alongside their peers in a general education classroom whenever possible, as data shows that all students in inclusive settings have better educational and social outcomes.

### 4. Demonstrate three consecutive years of improved performance for students with IEPs.

Prioritizing academic achievement fosters independence and ensures that students with disabilities will have access to greater opportunities in their postsecondary careers comparable to their typically developing peers.

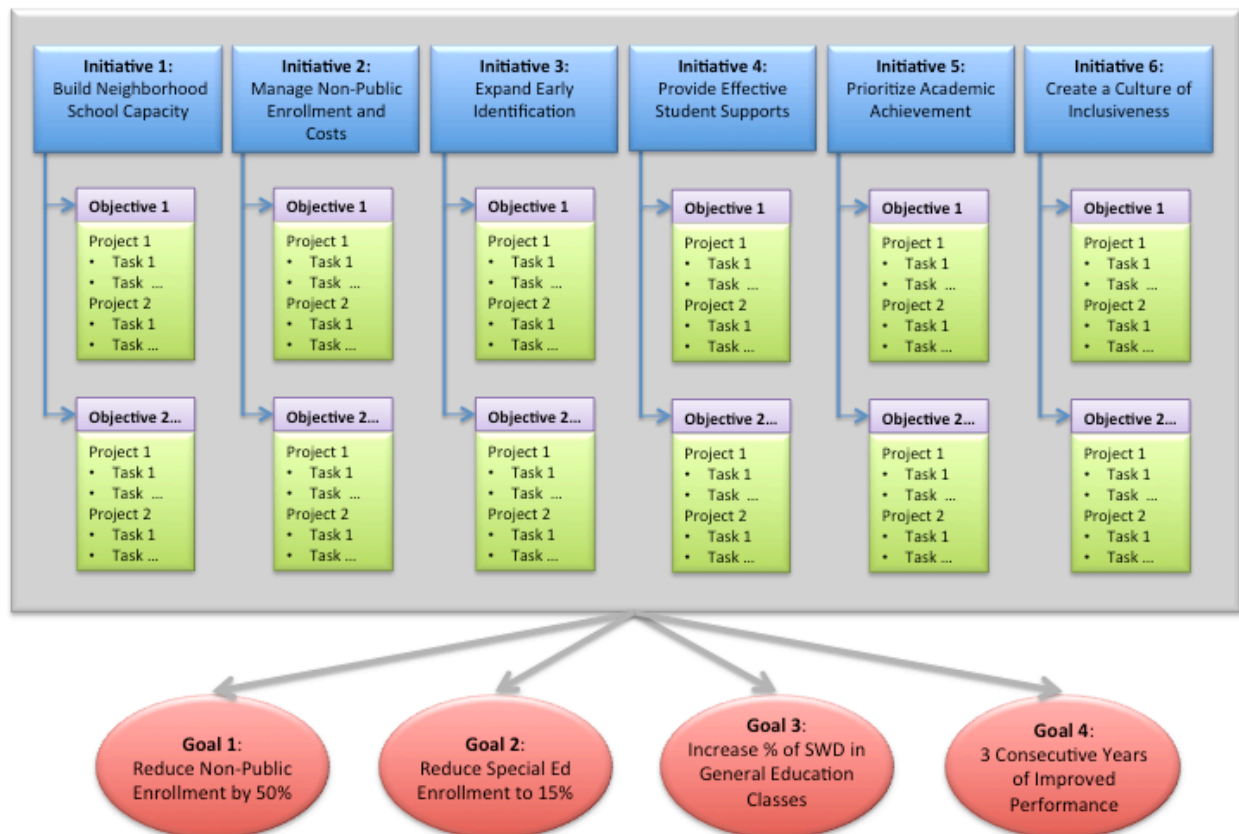




## Core Initiatives

### SIX CORE INITIATIVES TO ACHIEVE THE DESIRED STRATEGIC OUTCOMES

1. Build neighborhood school capacity
2. Manage non-public enrollment and costs
3. Expand early identification
4. Provide effective student supports
5. Prioritize academic achievement
6. Create a culture of inclusiveness



## Initiative 1: Build Neighborhood School Capacity

### OVERVIEW

The first initiative focuses on ensuring that DCPS neighborhood schools have the necessary supports and services to meet the unique needs of the District's students with disabilities now and into the future. DCPS seeks to build a system that is robust yet flexible enough to accommodate the changing needs of individual students and the overall student population.

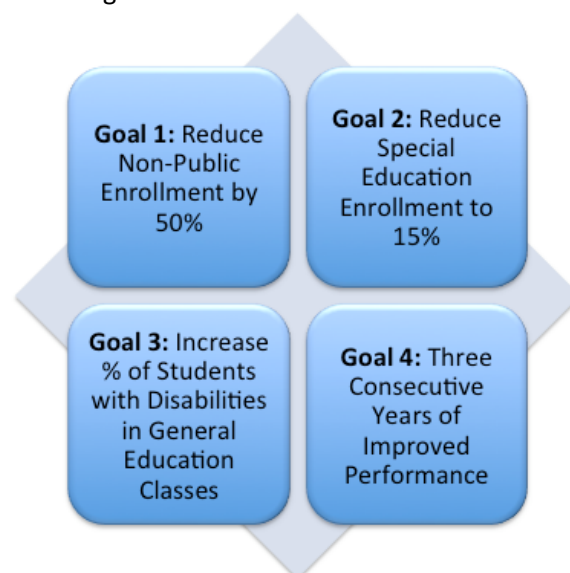
Historically, DCPS is the most segregated school district in the nation when it comes to educating its special education population. In 2007, DCPS ranked 58<sup>th</sup> out of 58 U.S. states and territories, with the highest percentage of students with disabilities being educated in the most restrictive environment. Further, 25% of DCPS students with disabilities were sent to non-public settings for their education and services. Neighborhood schools had little capacity to serve students with special needs, and there was no consistency regarding how such placement determinations were made.

DCPS is well positioned to focus on instructional capacity and programmatic excellence with the same vigor that brought the District into compliance with federal and local regulations. Building neighborhood school capacity will allow the majority of DCPS students with special needs to attend their neighborhood schools and have their needs met in the least restrictive environment (LRE). Neighborhood schools will have the autonomy, flexibility, and confidence to meet student needs with a tiered system of services and supports. OSE will provide the clarity, guidelines, and technical support to make this experience possible through innovation, research, and technology.

### MEETING OSE'S STRATEGIC GOALS

This initiative will contribute toward meeting all four OSE Strategic Goals:

- **Goal 1: Reduce non-public enrollment by 50%.** A new framework to provide resources and supports for special education will empower neighborhood schools to educate over 1,000 students who would otherwise attend non-public schools.
- **Goal 2: Reduce special education enrollment to 15%.** With a tiered rather than traditional system for student placement in neighborhood schools, typically developing students will have access to interventions and academic supports. Earlier interventions will decrease special education enrollment.



- **Goal 3: Increase the percentage of students with disabilities served in general education classes to exceed the national average.** A tiered system of services will better support teachers, allowing them to offer a range of inclusive practices that will permit more students with special needs to attend classes with typically developing peers.
- **Goal 4: Demonstrate three consecutive years of improved performance for students with IEPs.** Investing in baseline, ongoing assessments and timely interventions for reading, math, writing, and behavior will generate more meaningful student academic progress over time.

## OBJECTIVES AND PROJECTS

**Objective 1: Provide guidance and support to ensure that all neighborhood schools are systematically providing need-based services to students with disabilities by the end of SY 2014–15.**

**Objective 2: Monitor neighborhood school performance toward the four OSE strategic goals and provide support to schools identified as needing intervention in one or more areas.**

**Objective 3: Align principal training and performance measures with OSE strategic goals by the end of SY 2011–12 so that principals are responsible for special education outcomes in their schools as defined by IMPACT.**

**Objective 4: Determine the optimal funding allocation that will allow schools to be responsive to the changing population of students with special needs throughout the year.**

## Initiative 2: Manage Non-Public Enrollment and Costs

### OVERVIEW

This initiative focuses on ensuring that all students placed in a non-public school are educated in their LRE and, to the greatest extent appropriate, on maximizing all students' opportunities to receive supports and services that will help them to succeed alongside their typically developing peers.

It is DCPS' obligation under the Individuals with Disabilities Education Act (IDEA) to ensure that all students are educated in the LRE with their typically developing peers, as data suggests that students with disabilities have better outcomes when exposed to their typically developing peers. Those typically developing peers also have better outcomes when students with disabilities are integrated in the classroom. DCPS currently educates approximately 22% of its special education students in non-public educational settings, making it the most segregated district in the nation when it comes to educating its special education population (the national average is 3% of special education students placed in a fully segregated setting).

Placements in non-public schools segregate students with disabilities from their peers in general education and create extra burdens of time, transportation, and distance on students and their families. Not only does this compromise their chances at long-term personal and academic success, but educating students in non-public schools is also considerably more expensive than in their neighborhood schools. This puts an unnecessary burden on taxpayer resources, limits opportunities for a more equitable distribution of resources among all DC students, minimizes DCPS' ability to build capacity in neighborhood schools, and makes it difficult to predict annual budget requirements.

Many students in non-public placements can and should be served in their neighborhood schools. Serving students in or near their neighborhood schools provides them with the continuity of a home learning community, saves hours per day of travel, exposes them to a broader range of instruction options, and gives them the opportunity to meet DCPS' learning standards. OSE will holistically look at each student to determine where the student will find the highest level of personal and academic success and ensure that all students become successful adults holding rewarding jobs, living independently, and engaging in the community.

### MEETING OSE'S STRATEGIC GOALS

This initiative will contribute toward meeting two out of four OSE Strategic Goals:

- **Goal 1: Reduce non-public enrollment by 50%.** By better managing non-public costs, DCPS will be able to redirect funds toward building neighborhood school capacity, allowing DCPS to further reduce non-public enrollment.



- **Goal 3: Increase the percentage of students with disabilities served in general education classes to exceed the national average.** Non-public schools provide only the most restrictive environment for students with disabilities. DCPS will promote attractive alternatives to non-public placements, providing increased opportunities for students with special needs to interact with their typically developing peers in neighborhood schools and alternative pathway programs.

## OBJECTIVES AND PROJECTS

**Objective 1: Create and execute processes to transition non-public students to appropriate academic or career opportunities to reduce total non-public enrollment by 50% at the start of SY 2014–15.**

**Objective 2: Define clear criteria for identifying students who need a non-public academic setting to ensure students are educated in the most appropriate setting by the end of SY 2014-15.**

**Objective 3: Increase outreach to DCPS schools and families of non-public students to build trust and maximize opportunities for student engagement in local schools.**

**Objective 4: Maintain 100% accuracy of data reflecting the actual population of students enrolled in non-public schools.**

## Initiative 3: Expand Early Identification

### OVERVIEW

This initiative focuses on increasing the percentage of three- to five-year-old children eligible in the District so that we can provide supports and services when they have the greatest benefit, improving long-term education outcomes for children.

Early identification of children with special needs provides a foundation for DCPS to narrow and close the achievement gap. Children who receive services for a developmental delay before they begin school have substantial advantages over children who receive services later in school. Because their needs are being met, these children learn more easily, are better able to meet academic expectations for their grade level, and may even see their delay eliminated within a few years.

By age five, 85 to 95% of a child's brain development will be completed.<sup>1</sup> Delivering services to children during this intense period of growth provides greater benefits for the child and greater returns on the financial investment. By identifying and providing appropriate special education services, we can expect to see higher graduation rates, less grade retention, less need for special education services later in school, and higher scores on math and reading achievement tests.<sup>2</sup> Depending on the severity of a child's need, for every dollar spent on early childhood education, the District will see returns to society between \$2 and \$17.<sup>3</sup>

Currently in the District, the percentage of three- to five-year-olds identified as eligible for special education is 7%. The national average is around 6%, though the presumption is that urban school districts have higher rates. Under IDEA, DCPS is required to locate, identify, and evaluate all children with special needs in the District. Ensuring that a free and appropriate public education has been provided to all District children requires that we expand our work to find this additional percentage of children in need so that they receive appropriate services.

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<sup>1</sup> Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, D.C.: National Academy Press.

<sup>2</sup> Barnett, W. S., & Masse, L. N. (2007). Early childhood program design and economic returns: Comparative benefit-cost analysis of the Abecedarian program and its policy implications. *Economics of Education Review*, 26(1), 113-125.

<sup>3</sup> Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2005). *Early childhood interventions: Proven results, future promise*. Retrieved from [http://www.rand.org/pubs/monographs/2005/RAND\\_MG341.pdf](http://www.rand.org/pubs/monographs/2005/RAND_MG341.pdf)

## MEETING OSE'S STRATEGIC GOALS

This initiative will contribute toward meeting the following three out of four OSE Strategic Goals:

- Goal 1: Reduce non-public enrollment by 50%.** DCPS will reduce non-public enrollment by 50% through the expansion of early identification and service delivery among children aged three to five by 2015. Early identification of children can prevent a mild disability in preschool from becoming an increasingly wide gap that prevents DCPS from adequately meeting a child's educational needs, thus requiring an alternate placement.
- Goal 2: Reduce special education enrollment to 15%.** DCPS will reduce special education enrollment to 15% by delivering timely early intervention services to eligible children. This will significantly increase the number of children with developmental delays who are able to catch up to their typically developing peers during elementary school, allowing them to exit out of special education prior to middle school.
- Goal 4: Demonstrate three consecutive years of improved performance for students with IEPs.** The delivery of services to a child before kindergarten allows children to fully access the preschool/pre-K curriculum and improves school readiness. The closer a child can be to meeting widely held expectations for development at the start of school, the greater that child's opportunity to perform at a higher level from the beginning; thus, children begin school further ahead and can make academic gains more quickly due to having a stronger academic foundation.



## OBJECTIVES AND PROJECTS

**Objective 1: Increase the percentage of referred three- to five-year-old children who complete the eligibility process to 80%.**

**Objective 2: By 2014–15, 50% of child care centers, 25% of health care clinics, and 25% of private physicians' practices will implement routine developmental screening.**

**Objective 3: Increase the rate of children eligible for special education within core and under-identified constituencies to 6%.**

**Objective 4: Implement with 95% fidelity assessment processes and tools that better determine educational impact.**

**Objective 5: Ensure positive outcomes for stakeholders in order to build confidence in Early Stages and DCPS.**

**Objective 6: Increase the number of children eligible from birth to three years old to the national average for urban jurisdictions that use a 25% delay eligibility criterion so that more children with special needs successfully transition into preschool.**



## Initiative 4: Provide Effective Student Supports

### OVERVIEW

This initiative focuses on ensuring that DCPS has a structure with systems and clear processes so that schools consistently provide effective interventions, modifications, accommodations, and services to students.

The DCPS is committed to developing systems and clear processes that ensure students receive appropriate high-quality supports in a timely manner by educating and training all school staffs and significant stakeholders on best practices implementing RTI, IEP, and Section 504.

The Individuals with Disabilities Education Act, IDEA, was rewritten and signed into law in early December 2004. This Act changes many sections of the statute to reflect new ideas around learning disabilities and the concept of a pre-identification strategy called response to intervention or RTI. RTI ensures that schools (K–12) frequently and consistently use reliable data to identify students who may be at risk for school failure by providing evidenced-based interventions for both academics and behavior. Student Support Teams (SST) are a process within the RTI framework designed to help develop effective interventions to address and improve student's academic outcomes.

RTI is also used to ensure appropriate identification of students with disabilities; implementing early interventions should improve academic performance and behavior, simultaneously reducing the likelihood that students are wrongly identified as having a disability. Frequent progress monitoring and student support teams allow schools to adjust the intensity, duration, and nature of the interventions based on students' needs and their response and rate of progress.

For children requiring more intensive supports, DCPS is committed to ensuring that students are evaluated in a timely manner for special education and that there is conformity across the District with how schools respond and process requests for evaluations and referrals. DCPS believes that by having a standardized IEP process that identifies students with disabilities and provides for the timely development and review of individualized goals and supports, children will have access to the additional support they require to achieve academic, social, transitional, and functional life skill goals.

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Discrimination, as defined in Section 504, is the failure to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers.

Identifying struggling students early on and providing well-matched supports can result in positive student outcomes, including lower dropout rates, less grade retention, less need for special education services later in school, and higher achievement scores on math and reading achievement tests.

## MEETING OSE'S STRATEGIC GOALS

This initiative will contribute toward meeting the following three out of four OSE Strategic Goals:

- **Goal 2: Reduce special education enrollment to 15%.** Frequent progress monitoring and intervening early for students struggling with academics and/or behavior will reduce the number of students who will be eligible for special education.
- **Goal 3: Increase the percentage of students with disabilities served in general education classes to exceed the national average.** Professional development for school staff on the RTI initiative and effective use of student support teams will enable students to receive interventions that are well matched to their needs in their grade-level classrooms or supported by school staff trained in more intensive interventions.
- **Goal 4: Demonstrate three consecutive years of improved performance for students with IEPs.** Frequent progress monitoring and intervening early for students struggling with reading and math will improve academic performance.



## OBJECTIVES AND PROJECTS

**Objective 1:** Develop a school-wide Response to Intervention system by the end of SY 2014–15 to intervene when students struggle with academics or behaviors.

**Objective 2:** Standardize the Individualized Education Plan process, including referral, eligibility, IEP development and review and ensure 100% compliance with the timelines established by the process by the end of SY 2014-2015.

**Objective 3:** Standardize school-wide Section 504 processes to ensure 100% compliance by the end of SY 2014–15.

**Objective 4:** Conduct training on the intervention and support systems in 100% of schools by the end of SY 2014–15 so that all school staff can intervene at levels aligned with student needs.

**Objective 5:** Monitor implementation of intervention and support systems so that 100% of schools are implementing with fidelity by end of SY 2014–15.

## Initiative 5: Prioritize Academic Achievement

### OVERVIEW

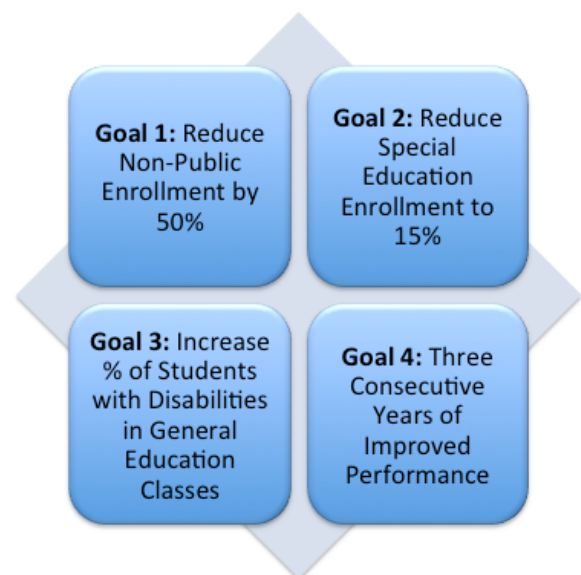
This initiative focuses on advancing the quality of the specialized instruction and services that students with disabilities receive to aggressively improve their academic outcomes and to better prepare them to pursue their dreams for life after high school.

This initiative is critical to improving outcomes for the District's children with disabilities for several reasons. First, it will allow OSE to systematically collect reliable data on our students' progress in reading, writing, and math and then use these results to make subsequent informed adjustments to training and the curriculum to better meet student needs. Second, this initiative publicly aligns OSE's work with that of all the special education teachers within DCPS. Through this initiative, OSE stakes its own success to our teachers' success on IMPACT. Not only will this help to ensure all training that comes out of OSE is aligned with the Teaching and Learning Framework (TLF), but it will also hold OSE accountable for improving the quality of the instruction our students receive. Third, this initiative will allow us to set standards for the development of high-quality IEPs. Given that IEPs are the basis for all services and supports that students with disabilities receive, improved IEPs will directly affect the quality of the services that we are able to provide our students. Finally, this initiative holds OSE accountable for ensuring that students graduate with a diploma or certificate at rates that meet or exceed the national average and for providing them with postsecondary pathway options that align with their abilities and interests.

### MEETING OSE'S STRATEGIC GOALS

This initiative will contribute toward meeting all four OSE Strategic Goals:

- **Goal 1: Reduce non-public enrollment by 50%.** All academic outcomes for students will result in fewer students seeking non-public enrollment because OSE will emphasize the development of high-quality IEPs and instruction delivered by strong teachers held to rigorous standards and the implementation of research-based interventions across a tiered system.
- **Goal 2: Reduce special education enrollment to 15%.** An emphasis on teacher performance will lead to stronger teachers who are better equipped to meet the needs of all students within the general education setting and will result in lower rates of over-identification. Similarly,



if we aggressively build the basic reading, writing, and mathematical skills of students identified as needing special education resources, several students will likely be able to transition out of special education. In addition, by creating robust postsecondary pathways, students with disabilities are more likely to transition out the system before they age out at 22.

- **Goal 3: Increase the percentage of students with disabilities served in general education classes to exceed the national average.** This initiative will help increase the percentage of students with disabilities served in general education classes. The emphasis on developing high-quality IEPs and improving instruction with stronger teachers who are better equipped to meet the needs of all students within the general education setting will result in fewer students placed in segregated settings. Improved academic performance for students with disabilities will allow them to perform closer to or on grade level, which will make it easier to meet their needs in the general education setting. Additionally, by providing training for teachers in aligning specialized instruction with common core standards, students will be given greater access to the general education curriculum.
- **Goal 4: Demonstrate three consecutive years of improved performance for students with IEPs.** This initiative will help bring about three consecutive years of improved performance. Stronger teachers will result in better academic outcomes for students. Standardizing our assessments will allow us to measure and analyze this growth. Also, high-quality IEPs and IEP goals directly link to academic achievement. Finally, by creating graduation tracks for students with disabilities, DCPS will improve academic achievement by aligning the curriculum with student abilities and interests.

## OBJECTIVES AND PROJECTS

**Objective 1: Graduate all students with a diploma or certificate at rates that meet or exceed the national average by the end of SY 2014–15.**

**Objective 2: Ensure that DCPS has a seamless postsecondary transition program beginning at pre-K and ending at high school by SY 2014–15.**

**Objective 3: By 2015, 95% of all special education teachers will receive an average score on the TLF that falls within the effective/highly effective range as measured by IMPACT.**

**Objective 4: Standardize ongoing assessment practices and ensure that 90% of students show one year of growth in reading, writing, and math by the end of SY 2014–15.**

**Objective 5: Identify and provide training in recommended communication and social skills supports by the end of SY 2014–15 to improve outcomes for students with communication and social skills needs.**

**Objective 6: Identify and provide training in recommended functional life skills supports by the end of SY 2014–15 to improve outcomes for students with functional needs.**

**Objective 7: Establish a comprehensive and standardized behavioral system that develops students requiring support in Tiers 1, 2, and 3 by the end of SY 2014–15 to improve outcomes for students with behavioral needs.**

## Initiative 6: Create a Culture of Inclusiveness

### OVERVIEW

This initiative focuses on ensuring that the DCPS culture in schools, the community, and the central office promotes and facilitates welcoming schools and programs for all students.

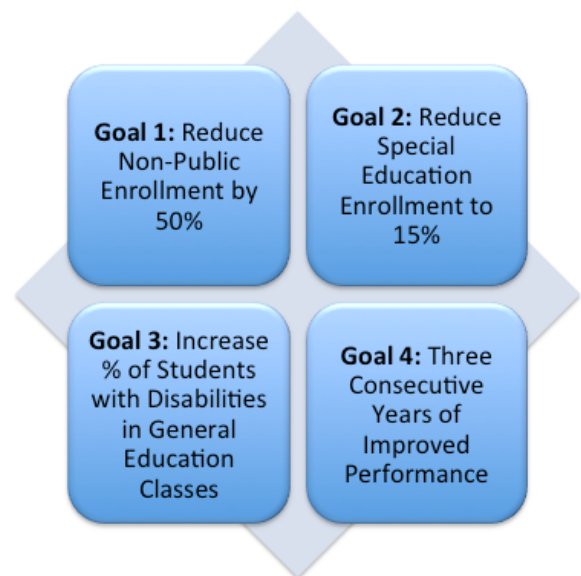
DCPS wants to ensure that all students have access to the general education curriculum. Establishing a culture of inclusiveness will provide a foundation from which schools can include students with disabilities in the general education curriculum and other school activities. It is both a legal requirement and a moral obligation to educate students with disabilities alongside their typically developing peers to the fullest possible extent.

Empowering our schools and increasing collaboration with our community and the DCPS central office will result in aligned goals, actions, and strategies for our students with disabilities. This will manifest itself in aligned training, projects, communication, and outreach. The goal is to have schools that welcome all students and help facilitate their ability to perform academically and thrive socially and emotionally.

### MEETING OSE'S STRATEGIC GOALS

This initiative will contribute toward meeting all four OSE Strategic Goals:

- Goal 1: Reduce non-public enrollment by 50%.** A culture of inclusiveness will help strengthen our commitment to serve students in DCPS schools. This will reduce non-public enrollment by developing a DCPS school culture that enables the integration of non-public students back into DCPS schools and will reduce the flow of students into non-public schools.
- Goal 2: Reduce special education enrollment to 15%.** By promoting a culture of inclusiveness in DCPS schools and within the community, this initiative will help reduce special education enrollment by facilitating easier and smoother transitions out of special education as appropriate and will help reduce inappropriate referrals to special education.
- Goal 3: Increase the percentage of students with disabilities served in general education classes to exceed the national average.** Creating a culture of inclusiveness will directly contribute to increasing the percentage of students in general education classrooms by



promoting and facilitating our commitment to serve DCPS students with disabilities in our schools and providing appropriate training and professional development.

- **Goal 4: Demonstrate three consecutive years of improved performance for students with IEPs.** Increased collaboration within the central office will help ensure consistent messaging and aligned planning and execution of the work being done to serve all students. Providing training and professional development to school staff will help facilitate improved collaboration that will result in improved instruction and therefore improved academic performance for students with disabilities.

## OBJECTIVES AND PROJECTS

**Objective 1: Empower DCPS schools to provide a positive, inclusive environment for all students with disabilities.**

**Objective 2: Increase outreach and communications to improve community and family understanding of and support for inclusive education.**

**Objective 3: Increase collaboration and cooperation across the DCPS central office and within OSE to ensure shared responsibility for students with disabilities.**

## Implementation Timeline

	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15
<b>Research and Analysis</b>				
Assessments	•	•		
Best practices documentation	•	•		
<b>Policy</b>				
Development	•	•		
<b>Business Process</b>				
Development	•	•		
Revision	•	•		
<b>Data Management</b>				
Data Collection	•	•	•	•
Tools and systems	•	•		
Implementation	•	•	•	•
<b>Training</b>				
Program and schedule development	•	•		
Implementation	•	•	•	•
<b>Monitoring</b>				
Plan and schedule development	•			
Implementation	•	•	•	•
<b>Communications and Outreach</b>				
Partnerships	•	•	•	•
Advocacy	•	•	•	•